



RIT BRIEF

KEA/K-3 Formative Assessment News for the Piedmont/Triad and Northwest Regions

Quick Links

- [Region 5 Wiki](#)
- [Meet your Regional Implementation Team](#)
- [K-3 Formative Assessment Process - 5 Critical Components](#)
- [K-3 Formative Assessment Process - Self Reflection Handout](#)

Mark Your Calendar

We are providing webinars as a resource for you throughout implementation. Click below for archived and upcoming webinars.

- Archived [Administrator Webinar](#) - from 8/17
- Thursday, 10/1, 3:30-5:00pm [Administrator Webinar](#)

Recent Wiki Updates

Click [HERE](#) to see how districts in your region are working on K-3 Formative Assessment implementation!



Welcome to the RIT Brief!

As the 2015-16 school year begins, we'd like to add another level of communication for you, our partner districts. We hope this monthly newsletter will help us to revisit important frameworks for thinking, as well as share relevant current developments and reminders. If you have any requests or suggestions for future news, we'd love to hear from you! Please contact:

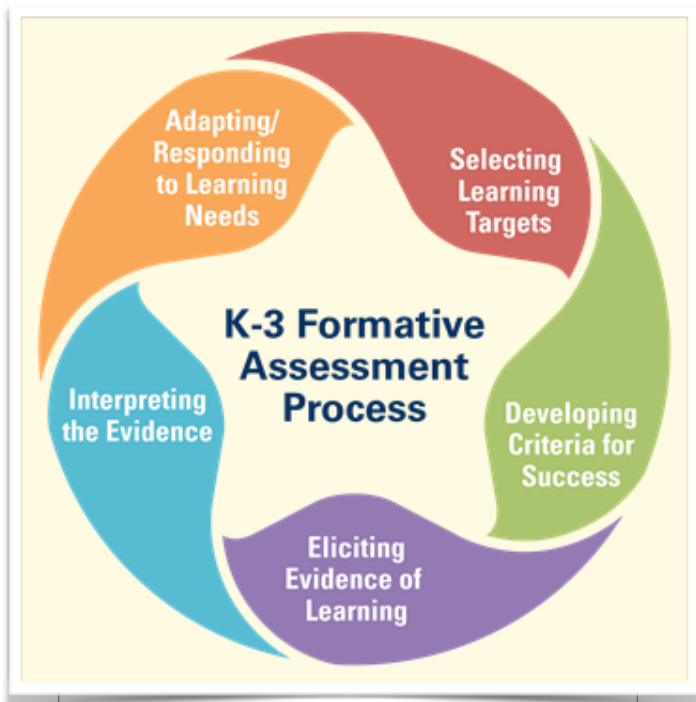
Charna D'Ardenne - charna@me.com or

Sherry Willis - sherryalphanu@gmail.com



FOCUS ON...

In this issue we'd like to encourage you to think about the five critical components of the K-3 Formative Assessment process (see left). Below are sample "I can" self reflection statements for teachers for each of the five domains. You can find the complete self-reflection document [HERE](#). For a complete description of the 5 critical components, please click [HERE](#).



Your Regional Implementation Team

Here are the names and contact information for your support team. Be sure to check out the [Regional Implementation Team Flyer](#) for full bios!

- Cynthia (Cindy) Dewey - Team Leader - cynthia.dewey@nc.dpi.gov
- Nicki Galloway - Team Leader - nicole.galloway@nc.dpi.gov
- Charna D'Ardenne - charna@me.com
- Chris O'Brien - christopher.O'Brien@uncc.edu
- Sharon Palsha - splasha@email.unc.edu
- Sherry Willis - sherryalphanu@gmail.com

- **Selecting Learning Targets** - "I select learning targets with students using the next step along the construct progression."
- **Developing Criteria for Success** - "I use performance descriptors from the construct progressions to develop criteria for success, engaging students in the development (when appropriate)."
- **Eliciting Evidence of Learning** - "I use planned, multiple, ongoing assessment means to provide insight into skills along the construct progression while instruction is occurring and learning is underway."
- **Interpreting the Evidence** - "I interpret evidences of learning from the use of multiple assessment means and locate students' current learning status along the construct progressions."
- **Adapting/Responding to Learning Needs** - "I provide non-graded, descriptive feedback that highlights which criteria for success have been met and which have not been met and why."